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ABSTRACT

Various issues involved in the bilingual-bicultural education of Filipino Americans are addressed in this paper. Specifically, its aim is to define the role of bilingual education for the Filipino immigrant student. Educational goals are considered first. In deliberate planning, goal setting precedes assessment of the situation. The discrepancy between goals and what is actually obtained reflects the needs. The educational goals in the bilingual program are not to be different from those in the regular program except for the inclusion of the development and maintenance of bilingualism. The Filipino student's needs are discussed next. Basically, Filipino Americans need bilingual education, and Filipino bilingual teachers are best able to communicate the encouragement and understanding needed by students who have recently immigrated. Maintenance of Filipino can be achieved without implementing a curriculum wide bilingual instruction scheme. A frame work for bilingual education is proposed in the second half of the paper. Adoption of this model will allow the Filipino language to be kept as an alternate tool of communication. The bilingual scheme proposed discusses the elementary and high school programs, and staff development. (Author/AM)

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BILINGUAL-BICULTURAL EDUCATION* FOR FILIPINO-AMERICANS

by Estela G. Pinga

Less than two decades ago, there was nowhere in this country any perceptible interest in bilingual education programs for public schools. Today, it receives top priority from the National Office of Education and is buttressed by substantial federal funding, 85 million this year. Thanks to the vocal and committed advocates of the movement, the impact of bilingual education is felt, not only by the language minorities but by the language majority as well. Major breakthroughs for this effort to serve the needs of the limited English speakers are the 1968 Bilingual Education Act and the 1974 Supreme Court decision on Lau vs. Nichols. The National Office of Education estimates that 5 million need this special program.

Filipinos in America now exceed 300,000. Children of school age could easily be half this number. It will be an exercise in futility to say that many of these students will profit from bilingual instruction in schools. Having had minimal contact with English as spoken by its native speakers, these students can better function under teachers who can understand their Filipino brand of English. What does need deliberation is HOW bilingual education should be implemented: when, where, and to what extent.

As an educator who is presently and newly engaged in bilingual education in public schools in levels K-12, this paper is a theoretical exercise, an attempt to define the role of bilingual education for the Filipino immigrant student.

Since the implementation of the Bilingual Education Act, many diverse program models, materials, and teaching strategies have been innovated and presented by their innovators. Well may this be, for the needs of our major clients, the students, are just as diverse. We read of two goal types: maintenance and transitional. We hear of schemes for allocation of time: the partial and the full. Among the teaching strategies we learn about are the concurrent, the preview-review, the flip-flop. We listen to enthusiastic description of the Total Immersion program in Culver City in which monolingual English speakers are taught totally in Spanish and we wonder: by lauding the success of their program, are they not in effect negating the cause of bilingual education?

Famished for ideas, teachers who advertently or inadvertently find themselves in bilingual education and needing models for immediate implementation are liable to fall into the trap of willy-nilly selecting from this wide assortment of choices. They choose what in their judgement applies most closely to their teaching situations. This approximation may

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not be close enough. Furthermore, in the necessary preoccupation with learning new strategies, procuring materials, and writing reports, students' goals may fall into a limbo. In this era of knowledge explosion and rapid sociological and technological changes, educational blunders are things we can ill afford. Fortunately, such blunders seldom go by with impunity. Before too long they are checked. I guess, we are here today just for that purpose: to pause, take stock and shift gears if necessary.

Let us consider our educational goals. In deliberate planning, goal setting should precede assessment of the situation. The discrepancy between goals and what actually obtains reflect the needs. Our educational goals in the bilingual program should not be any different from those in the regular program except that we add to it the development and maintenance of bilingualism. The goals set by the California Commission for the Reform of Intermediate and Secondary Schools (RISE) could very well be our standard. For the purposes of this paper, I am mentioning four of the ten characteristics of an educated adult which the Commission named in the determination of their goals.

a) He should have a thirst for knowledge. He should be motivated to keep on learning throughout a lifetime. In a changing society, this means that people must learn how to learn because new knowledge is being constantly created by the current of change;

b) He should have skills to find work and succeed in it;

c) His education should contribute to self-understanding and self-esteem;

d) He must be able to read well, speak and write clearly, and handle comfortable both logical concepts and basic mathematical skills.

Now we take a look at the students' needs. My statements on this matter will be drawn largely from experience and observation, there being no empirically based material to derive from. At this time, practical concern outspaces scientific competence. When a Filipino student comes to the United States, where he is at, academically and in ability to learn, will give clues in the determination of content and method. Where he is at, in terms of language, will give the clue in the determination of the medium of instruction.

What is the Filipino-Americans' linguistic status when he arrives from the Philippines? It had been said that no normal community is limited in repertoire to a single variety of linguistic code. In the Philippines, as we all are aware, the variety of linguistic codes comes, not only in the native languages, but in the legitimate maintenance of English alongside

the native languages. Diaglossia, or the coexistence of English with the vernaculars to fulfill complementary functions still obtains even after thirty years of independence. The vernaculars are used for everyday pursuits and matters of intimacy and primary group solidarity. English is used in more formal communications: in education, politics, and business. The New Constitution promulgates the eventual adoption of a "Filipino" as the official language. It is a new language to be created by the Institute of National Language characterized by a fusion of different Filipino languages. Historically, eventualities of deliberate language planning seldom are successful and require tremendous amount of time and task. Granting that it will be successful, we still can justifiably expect the stable maintenance of English at least in the next ten years.

Before the implementation of the Bilingual Act of 1974 in the Philippines, the language of instruction was almost totally in English. All students that come here, except for the non-school age, are therefore bilinguals. (I am using the term bilingual in its loose definition.) One might say, that for the purposes of bilingual education, this is good. There is no need to go through gradual development of English in order to arrive at balanced bilingual instruction. At this juncture, let me show the model that aims at eventual use of both target languages on equal time and treatment through gradual development of both languages.

*P Pe	ESL Reading & Lang. Social Studies Math Science PE & Music	Reading & Lang. Social Studies Reading & Lang. Social Studies Math Science PE & Music	Reading & Lang. Social Studies PE & Music Reading & Lang. Social Studies Math Science PE & Music	ALL SUBJECTS
E Ep	Reading: Lang. Social Studies Math Science PE & Music	Reading & Lang. Social Studies Math Science PE & Music	Reading & Lang. Social Studies Math Science PE: Music	ALL SUBJECTS
	PSL	ESL Reading Lang.	Social Studies Reading & Lang.	

This is the model followed in many successful bilingual programs for Mexican American and Chinese Americans. It is

*P for Pilipino; E for English (Capitals to indicate dominance and lower case to indicate limited speaking ability)

the model recommended in the proposal for Stockton Unified School District. It is the model I would not advocate for use with Filipino bilingual classes, not if we are looking for the most expeditious means of achieving our educational goals by the students. The bilinguality of the Filipino-Americans is generally not the type which will facilitate learning by dual language use on equal time basis.

In attempting to assess the Filipino-American's bilinguality, it is appropos to mention some studies with regards to this phenomenon. Linguists have sought to describe bilingualism only to discover the extreme complexity of this linguistic situation. It is generally admitted now that no adequate description can be done without interdisciplinary collaboration. Two categories of bilingualism are mentioned: compound and coordinate. Currently, the trend is to regard bilingualism as a continuum which varies among individuals along a whole variety of dimensions. The Filipino immigrant could fall anywhere along this continuum depending on the kind of English instruction he received in the Philippine school he attended and on the language environment he grew up in. By virtue of long contact with Filipino students, I feel it safe to generalize on how the duality of language functions in these students.

The dichotomy of roles of English and the vernaculars in Philippine social life impinges on the students' own use of the languages. Obviously, English and the home language are not equivalent in communication roles and functions. While he speaks his home language with a great deal of proficiency and in the majority of his communication activities, the language used in school is almost totally in English. Whether this is an anomalous situation or not is beside the concern of this discussion. What I wish to present are the realities we must face up to: a) English is the code that the student has been accustomed to in school and it is the language that will work most efficiently in this specialized domain of communication; b) Pilipino has in the past been used in limited areas which do not include higher levels of education, politics, nor business. It is therefore not adequate in coping with the conceptual demands beyond the first two or three grades especially in Math and Science. To be sure, the Institute of National language is presently exerting efforts to develop and propagate Pilipino and has made impressive glossaries for technical terms, most of which are newly coined to cover categories of meanings that are absent in our languages. Even with the most optimistic projection, it will be difficult to envision the common usage of these new terms within the next ten years. Time and time again, it has been demonstrated in many countries of the world that the arbiter of language is the usage of the people, not official decrees. The goal of promoting a language is inherently a desirable one but inadvisable if done at the consequent expense of deterring knowledge acquisition. To use Pilipino in all subjects would necessitate training of virtually all teachers, even native

Pilipino speakers, in the use of the novo-language. And, IF, let us grant, this goal by Pilipino is accomplished, where do students go from there? In this social context, or even in the Philippines, future independent learning via the Pilipino language will have reached a dead-end and all the time and task consuming endeavor will have been an exercise in futility, not utility.

English has been the tool for teaching in the Philippines in the last seven decades. To shift codes in this sphere of activity could seriously reduce learning efficiency. Under such a situation, I see with misgivings, teaching of content subjects becoming language teaching as well. Bilingual education is here to remedy learning deficits caused by language handicap. Misapplied, bilingual education could cause the learning deficit.

Our educational goals seek to develop individuals who must have the motivation and the ability to learn continuously beyond school years. He must be skilled in speaking, reading, listening, and writing to prepare for future productive self-teaching. These language skills will have to be predominantly in English not Pilipino. His academic growth will be stultified otherwise.

The educational leaders in the Philippines recognize the special role of English in teaching specific subject areas. The Department Order No. 25, 1975, issued by the Department of Education and Culture states in part:

> ...Pilipino shall be used as medium of instruction in the following subjects: social studies, character education, health education, and physical education.. The use of English in all other subjects/courses in the elementary and secondary levels shall likewise be mandatory.

If in the Philippines, the educational system concedes to the inadequacy of Pilipino in the teaching of "all other subjects," which would be science and math, there is less reason to use it in this environmental context. To do so would be comitting educational homicide.

Do Filipino-Americans need bilingual education? Irrefutably so. Abraham Maslow theorizes that before an individual can achieve self-actualization, his physiological and emotional needs have to be satisfied. We can hardly dispute the fact that Filipino bilingual teachers are best able to communicate the encouragement and understanding needed by students who have just arrived to this country. They can establish the positive teacher-student interaction so valuable in developing self-esteem and intellectual growth. The Filipino teacher will be less likely to misconstrue the Filipino students' docility and deference to authority as lack of ability and initiative. He will understand and take into account the students' low

threshold for injured feelings and fragile sense of self-worth.

The Filipino's language handicap is very often in the area of pronunciation. He has difficulty understanding and being understood in English. Filipino teachers, attuned as they are to Filipino accent and to common vernacular intrusions in English can considerably ease the initial communication problems of the newly-arrived Filipino.

The desirability of maintaining the Pilipino language among those who speak it and of its use as auxiliary teaching tool seems rhetorical. In the present pluralistic society we are in, there is a steadily increasing need for bilingual skills and cultural awareness. Moreover, there is abundant evidence that bilingualism contributes to the total personality development and to the cognitive ability of the individual. Benjamin Whorf, the most articulate spokesman of linguistic relativity theory states that a particular language implies a unique perception of reality. A person who has two or more states of realities as frames of reference certainly is the richer for it. The tragedy of children's home language being displaced by the dominant language in the community need not happen now that bilingual education makes it legitimate to use it in school.

Maintenance of Pilipino can be achieved without implementing a curriculum-wide bilingual instruction scheme. By adopting the scheme I am describing in the following topic, Pilipino can be kept as an alternate tool of communication. One does not love his first language less by not extending its use to higher rungs of academic endeavor. A person's native language will always have closest affinity to his intimate feelings and thoughts.

A Framework for Bilingual Education

Federal policies regarding bilingual education are not very well articulated. State policies are a little more specific. The California State Department of Education provides direction by enjoining schools to develop "an appropriate delivery system to best meet the needs of the limited English speaking students." The unique needs of the Filipino-American student then, are the foundations on which to lay the groundwork for bilingual instruction models; not what most schools follow, nor what proves successful with other ethnic groups. An authority in bilingual education states that anything less than curriculum-wide use of both languages on equal time, equal treatment basis is not bilingual education. That opinion need not be ours. There could be other viewpoints just as sound. It should bother us less not to follow existing practices than not giving a program relevant to our clients needs.

The scheme illustrated below with given stipulations is offered for consideration in planning bilingual instruction programs for Filipino-American students.

The Elementary Program

Provisions for the elementary grades consist of:

a) Pilipino language arts for all levels k to VI;

b) English-as-a-second language for all limited English speakers in all grade levels K to VI;

c) Gradual development of Pilipino for use in teaching Social studies, Physical Education and Music in alternation with English;

d) Use of English in all other subjects with Pilipino used whenever needed in supportive function.

Elementary Program

	Grade I	Grade II	Grade III	Grade IV	
P Dom.	ESL Reading	ESL Reading:Lang. Social Studies	ESL Reading & Lang. Social Studies PE & Music	ESL Reading & Lang. Social Studies PE & Music	E
	Reading Language Social Studies PE & Music	Reading Language Social Studies PE & Music	Reading Language Social Studies PE & Music	Reading Language Social Studies PE & Music	P
E Dom.	Reading & Lang. Social Studies PE & Music	Reading & Lang Social Studies PE & Music	Reading & Lang Social Studies PE & Music	Reading & Lang. Social Studies PE & Music	E
	PSL Reading	Social Studies Reading & Lang. PSL	PE & Music Social Studies Reading & Lang. PSL	PE & Music Social Studies Reading & Lang. PSL	P

	Grade I	Grade II	Grade III	Grade IV	
P Dom.	P Math & Science	MATH & SCIENCE			E
E Dom.		MATH & SCIENCE			E

The High School Program

Except for Pilipino language and Pilipino literature, all high school courses should be taught in English with Pilipino used whenever needed in supportive function. It could also be useful to use Pilipino in individual or group conferences with Pilipino speakers to establish better interpersonal relationships.

The following courses may be offered in addition to the regular courses required:

1. English as a Second Language (all levels)

   It is important that students learn the more acceptable forms of the English language in the quickest possible time. Access to teaching machines could help accelerate progress.

2. Beginning Pilipino (two years)

   This is for non-speakers of the language.

3. Pilipino Grammar and Pilipino Literature (two years)

   This is for Pilipino speakers.

4. Philippine History and Culture (one year)

   This is for Pilipino and non-Pilipino speakers.

5. American Culture (one year)

   This is particularly relevant to new arrivals, who would have urgent need to be familiar with the new cultural milieu that is now his by choice, and which presumably he will stay in all his life.

Until the last decade or so, the "melting pot" policy or assimilation of the cultural minority into the cultural majority was given emphasis in this country. The present trend is for cultural diversity. Studies of minority cultures give evidences of this. We should not, however, maintain the chauvinistic attitude of presuming the superiority of our culture over others. Our aspiration should be neither assimilation or conformity to the larger culture nor dogmatic commitment to our own culture. Either would be inhibitive. The course we should take for the students, is to develop an autonomous individual capable of his own judicious choices under an environment of cultural pluralism. The wider the range of diversity, the more choices will be open for him toward a better individual and society. Adjustment and change are inevitable. You stay in this country a year and you are never-more the same. This is as it should be for one must keep pace with our rapidly changing society.

Staff Development

The strength of any program relies heavily on teacher strength: his professional and personal qualifications. The bilingual education teacher must posses in addition, proficiency in the two target languages. Ideally the bilingaul teacher should not only speak English and Pilipino fluently, he should also have a background of understanding of the morphological, phonological, and syntactical systems of both languages. He must be familiar with the principles and techniques for second language teaching. These, obviously, are unrealistic expectations. It would not hurt to aim at these qualification, however, in staff development programs.

Linguistic science has made available to us newer descriptions of English and of Pilipino that have fidelity to actual usage. It is the obligation of language teachers to know these new grammars in order to appreciate the uniqueness of every language.

To recapitulate: In deciding which language or languages to use as media of instruction, our primary consideration is which would give maximum opportunity for continued access to education. Let us not allow sentimental attachment or desire to conform to subvert the more important goal of preparing students for a lifetime of learning. Education is the meeting point of crosswinds of purpose, all of them ostensibly good. It is the priorities we establish that can be crucial.

In closing, here is a quotation from D. Hymes:

> The reality to be studied is the use of language for human purposes in a particular environment. When society, the individual, and language are studied in isolation, the reality is lost.